

Use of Web 2.0 Tools by National Youth Service Corps (NYSC) Members for Social Integration: A Case of Lapai Local Government Area (LGA) of Niger State

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**Abstract**

The research work x-rayed the use of Web 2.0 tools by Corps members in Lapai LGA of Niger State. The study adopted a descriptive survey research design. Questionnaire was used to elicit responses from the respondents. A sample size of 120 was drawn from a population of 138, using the random sampling technique. Of the 120 copies of the questionnaire administered, 108 copies were retrieved and used for analysis. The research findings show that the commonly used Web 2.0 tools by Corps members in Lapai LGA are Facebook, WhatsApp, Instagram, YouTube, Twitter, Podcasts, LinkedIn, IMO and Skype. The respondents used Web 2.0 tools frequently, and the purposes for which the tools are used include social interactions, live video chats, for economic activities, etc. The study showed that web 2.0 tools are useful because of their 'easy to use', 'interactivity', 'social collaborative features' and 'updated in real-time'. Further revelations from the study showed constraints militating against the use of Web 2.0 tools include are high cost of data subscription, poor network signals and connectivity, addiction, high cost of support facilities and gadgets. The study however recommends that youths should explore Web 2.0 tools for academic and economic purposes while network providers and government should make the cyberspace affordable and safe.

**Keywords: Web 2.0, Corps members, Lapai LGA, Niger State, Youths.**

**Introduction**

Web 2.0 tools have come to stay as emphases are now placed on digital information literacy and digital learning; digital communication and online interaction; digital storage and retrieval; digital and online access; and digital competency. Web 2.0 connotes a web where users are not strictly information consumers, but participate in reading, editing and creating information. In the words of Dunu and Uzochukwu (2015) web 2.0 is a tool that allows people to actively participate in discourses, rather than just be passive readers of information. Unlike Web 1.0 where users can only read web pages created by web administrators, Web 2.0 avail its array of users the opportunity to read created web pages, as well as write on those web pages. The tool encourages users to become creators, co-creators, editors and co-editors of information resources in the cyber space.

The impact of the use of Web 2.0 tools is seemingly growing by the day. Accordingly, Kevin, Donald and Ronald (2013) buttressed that it appears the read-write web is playing a large role in defining this generation as we approach the third decade in the 21st century. This tool Web 2.0, is used for various functions and services, to be a little mild, this research paper is asserting that the tool has overshadowed the importance and existence of other web tools in the web 1.0 category. Interestingly in an attempt to exaggerate the overwhelming difference that exists in the features of web 2.0, authorities such as Siddike, Munshi and Sayeed, (2011); Kevin, et al., (2013); and Rabai, Cohen and Mili, (2015) itemized the uses of web 2.0 tools in the present information age to include, disseminating information in the work place, teaching purposes, learning purposes, financial transactions in the banking industry, image making for a business brand and customer relations.

Interestingly, Web 2.0 technologies or tools have other uses or functions that includes, chatting, calling and generally keeping in touch with distant family, friends and colleagues. However, from the economic perspective Web 2.0 tools are used for feedback mechanism, marketing, advertising and repackaging. The types and forms of Web 2.0 technology vary due to its different capabilities, functions and uses; the most common among users in the 21<sup>st</sup> century is Facebook, WhatsApp, Instagram, YouTube, Twitter, Skype, LinkedIn, 2go and Facebook lite. Others include MySpace, hi5, FriendWise, FriendFinder, Yahoo! 360, Orkut, Classmates, XClub, Snapchat, IMO, Flickr, Foursquare, Tumblr, Buffer, Edmodo, TED, Animoto, Moodle, Doodle, Tagxedo, Penzu, Voxopop and a host of others.

In Nigeria the National Youth Service Corps (NYSC) as a scheme was established by the government in 1973 under the regime of General Yakubu Gowon for the purpose of reconstructing, reconciling and rebuilding the Nigerian state, specifically to heal and amend the wound and misgivings of the civil war. The scheme engages the countries tertiary institutions graduates in the development of the country. This period affords fresh graduates not only opportunity to acquire necessary skills required to when formally employed as a worker, but also the rare opportunity to contribute socially and culturally to the nation building in terms of transferring and inculcating the values of different tribal culture and tradition vis-à-vis academic and social vices. Given the expected contributions from Corps members towards fostering an endearing, long lasting and formidable partnership among the different cultural entities in the Nigerian state the adoption and consistent use of Web 2.0 technologies will be of benefits as this will give them an edge to function maximally in this information age.

Despite the huge positive possibilities of web 2.0, it has been observed that apart from chatting and keeping in touch with family, friends and colleagues, most users do not utilize the tool for interesting possibilities that come with it. Most people use Web 2.0 tools to upload their pictures, and wait to see how many reactions and comments are made from their online friends, and subsequently reacting to the comments. Sequel to this, the research paper is set to examine the extent, intent, usefulness and challenges of using Web 2.0 tools by Corps members during their period of national service. This is an attempt at establishing if there exists a gap in Corps members' extent and purpose of using web 2.0 towards contributing their quota towards national cohesion and integration.

### **Objectives of the Study**

The objectives of this study are:

1. To identify the Web 2.0 tools used by Corps members in Lapai LGA.
2. To reveal the extent (frequency) to which Corps members in Lapai LGA use Web 2.0 tools.
3. To ascertain the purposes for which Corps members in Lapai LGA use Web 2.0 tools.
4. To determine Web 2.0 usefulness to Corps members in Lapai LGA.
5. To identify the constraints to the use of Web 2.0 tools by Corps members in Lapai LGA.

### **Research Question**

1. Which Web 2.0 tools do Corps members in Lapai LGA use?
2. To what extent (frequency) do Corps members in Lapai LGA use these Web 2.0 tools?
3. For what purposes do Corps member in Lapai LGA use Web 2.0 tools?
4. What is the usefulness of Web 2.0 tools to Corps members in Lapai LGA?
5. What are the constraints to use of Web 2.0 tools by Corps members in Lapai LGA?

## **Literature Review**

The use of Web 2.0 tools is enormous. Web 2.0 tools are used in all spheres of human endeavors. Kennedy and Fox (2013) reported that students use Internet-based technologies for three purposes: obtaining up-to-date information, communicating, and entertainment. They however noted that although most students use the Internet regularly, the use of Web 2.0 technologies for learning is low. For Dumu and Uzochukwu (2015), however, Web 2.0 tools are utilized for social mobilization and development activities. According to Olaleke, Iroju and Oladide (2015), Web 2.0 tools are used for students' academic activities as well as increase their performance in educational institutions. This view of using Web 2.0 tools for increased academic activities and performance is held by DOUNG-IN (2018), Mojaye (2015), Nwangwa, et al (2015), Nwazor and Godwin-Maduikwe (2015), and Eke, et al. (2014). Other uses of Web 2.0 tools include: user services in libraries (Adewojo & Mayowa-Adebara, 2018; Singha & Sarmah, 2015); participating in government programmes and policies (Ezema, Ezeah & Ishiwu, 2015).

The extent (frequency) of use of Web 2.0 will vary greatly; this will depend on the user, the situations and circumstances surrounding the user. Some of the variables that affect the effect (frequency) of use are: time convenience (Dunu & Uzochukwu, 2015); Eke, Omekwu and Odoh, (2014) see addiction by the user as one key factor that may affect the frequency of usage, and this may range from daily usage to no usage at all. Availability of subscription has been seen by Singha and Sarmah (2015) and Kennedy and Fox (2013) as another strong variable affecting the extent to which Web 2.0 users can either use or not use the tool. On the aspect of access to technological gadgets, Dunu and Uzochukwu (2015), Kennedy and Fox (2013) believe that those who have access to these technologies will naturally use Web 2.0 tools more frequently than those who do not have access.

Anybody who uses Web 2.0 tools will surely have a reason for doing so. For Adewojo and Mayowa-Adebara (2018), librarians in Yaba College of Technology, Lagos State use these Web 2.0 tools because they assist them generally in the overall functioning of the library for improved productivity. Eke, et al. (2014) also noticed that undergraduate students use these Web 2.0 tools for purposes of communication, online learning, leisure and personal socialization, among others. Searching information, games and entertainment were the reasons for which Information Science students in Thailand use Web 2.0 tools (DOUNG-IN, 2018).

Traditionally, Internet use consisted of a user going online to retrieve or access information: a *one-way exchange*; despite the ‘2.0’ in its name, Web 2.0 is not a new version of the Internet. It is still the same technology, just different in the way that we use it. Web 2.0 is a *two-way communication* (Doung-In, 2018; Eke, et al., 2014), where the user can not only read or access information, but also add to and make their own contributions to the existing materials (Doung-In, 2018) showing the *interactivity* of Web 2.0 tools. Dunu and Uzochukwu (2015) noted that this is also called or commonly referred to as the ‘read-write web’ where the participants add to the global conversation. Among the gadgets used in accessing Web 2.0 tools, the mobile phone is very popular and has been found to be very instrumental in the rapid increase of the accessibility of these Web 2.0 tools (Mojaye, 2015).

However, one major challenge to the use of Web 2.0 tools is poor Internet access (Ezema, et al., 2015; Dunu & Uzochukwu, 2015). Another challenge is power supply (Singha & Sarmah, 2015; Ezema, et al., 2015). Other constraints are lack of social media tools (Singha & Sarmah, 2015; Ezema, et al., 2015); copy right issues (Singha & Sarmah, 2015); and lack of Web 2.0 literacy (Dunu & Uzochukwu, 2015).

## Methodology

This study adopted the descriptive survey research design. The population of this study consists of all one hundred and thirty eight (138) Corps members serving in Lapai LGA in the 2017/2018 service year. Similarly, the sample size was one hundred and twenty (120) Corps members. The sample size was arrived at using random sampling technique. (See table 1 below for the distribution of the population and sample size).

**Table 1: Study Population and Sample Size**

Batch	Stream	Population	Sample Size
Batch A	Stream One	46	45
Batch A	Stream Two	45	40
Batch B	Stream One	29	25
Batch B	Stream Two	10	10
<b>TOTAL</b>		<b>130</b>	<b>120</b>

## Findings and Discussion

A total of 120 copies of questionnaire was distributed, 108 copies were retrieved and were found suitable for analysis. Hence, the return rate was 90%. Data collected were analyzed using qualitative statistics and a presentation of analyzed data in tables based on the research objectives.

**Table 2: Web 2.0 tools used by Corps members in Lapai LGA**

SN	Web 2.0 tools	Number of Respondents	Percentage (%)
1	Facebook	108	100
2	WhatsApp	108	100
3	Twitter	94	87.04
4	Instagram	98	90.74
5	Skype	63	58.33
6	Snapchat	41	37.96
7	IMO	73	67.59
8	Wikis	37	34.26
9	Blogs	46	42.59
10	Podcasts	82	75.93
11	YouTube	97	89.81
12	Flickr	23	21.30
13	Foursquare	31	28.70
14	LinkedIn	78	72.22
15	Tumblr	14	12.96
16	Buffer	11	10.19

Table 2 shows the Web 2.0 tools used by Corps members in Lapai LGA. From the Table, we see that the commonly used ones are Facebook, WhatsApp, Instagram, YouTube, Twitter, Podcasts, LinkedIn, IMO, and Skype.

**Table 3: Extent to which Corps members in Lapai LGA use Web 2.0 tools**

SN	Extent of use of Web 2.0 tools	Number of Respondents	Percentage (%)
1	Daily	76	70.37
2	Twice weekly	15	13.89
3	Couple of days in a week	9	8.33
4	Weekly	8	7.41
5	Fourth nightly	0	0
6	Monthly	0	0

Table 3 shows the extent (frequency) of usage of Web 2.0 tools by Corps members in Lapai LGA. The Table reveals that most of the respondents use Web 2.0 tools on a daily basis, while others use these tools twice weekly, couple of days in a week, and some use Web 2.0 tools on weekly basis.

**Table 4: Purposes for which Corps members in Lapai LGA use Web 2.0 tools**

SN	Purposes for the use of Web 2.0 tools	Number of Respondents	Percentage (%)
1	Keeping in touch with family, friends and colleagues in faraway places.	108	100
2	Alternative means to reduce cost of calling family, friends and colleagues.	108	100
3	Sharing of information on job vacancies and adverts placements.	104	96.30
4	Sharing of pictures, audios and videos with family, friends and colleagues.	102	94.44
5	Marketing and running of business products and business ideas.	43	39.81
6	Collaboration in creating knowledge and editing information.	33	30.56
7	Storing of pictures, audios and videos for future download when the needs arise.	82	75.93
8	For teaching and learning.	59	54.63
9	For locating destinations by using imbedded maps.	21	19.44
10	Live video chats with family, friends and colleagues.	103	95.37

Table 4 analyzes the purposes for which Corps members in Lapai LGA use Web 2.0 tools. The table reveals that Corps members use Web 2.0 tools for more of social purposes such as keeping in touch, alternative means for calling, live video chats, sharing pictures, and storing of items for future downloads. The only economic or academic purposes for which they use these tools is sharing information on job vacancies. they seldom use these tools for other economic or academic purposes.

**Table 5: Usefulness of which Corps members in Lapai LGA use Web 2.0 tools**

SN	Usefulness of use of Web 2.0 tools	Number of Respondents	Percentage (%)
1	Easy to use	108	100
2	Social collaborative features	104	96.30
3	Interactivity	108	100
4	Fast-loading applications	51	47.22
5	Quick development time	37	34.26
6	Real-time update	101	93.52

Table 5 analyzes the usefulness of Web 2.0 tools. It shows that Web 2.0 tools are useful to the Corps members in Lapai LGA because they are 'easy to use', they allow for 'interactivity', they have 'social collaborative features' which allow the Corps members to socialize, and they can be 'updated in real-time'.

**Table 6: Constraints to the use of Web 2.0 tools by Corps members in Lapai LGA**

SN	Constraints to the use of Web 2.0 tools	Number of Respondents	Percentage (%)
1	Poor network signals and connectivity.	106	98.15
2	Lack of adequate knowledge on the capabilities of most Web 2.0 tools.	47	43.52
3	Time consuming nature of Web 2.0 tools.	36	33.33
4	High cost of acquiring technological gadgets that can use Web 2.0 tools.	98	90.74
5	High cost of support facilities (generators and fuel) during power outages.	103	95.37
6	High cost of data subscription.	108	100
7	Exposes people to cybercrimes.	86	79.63
8	Addiction makes people lazy thereby reducing productivity.	105	97.22
9	Violation of privacy and secrecy.	93	86.11
10	Difficulty in knowing when friends are online and need you online.	74	68.52

Table 6 shows the constraints to the use of Web 2.0 tools by Corps members in Lapai LGA. From the table, we see that the major constraints range from high cost of data subscription, poor network signals and connectivity, addiction leading to reduced productivity, high cost of support facilities, high cost of gadgets, violation of privacy and secrecy, to exposition to cybercrimes, and knowing when friends will be online.

### **Discussion**

From the analysis of data gathered it was revealed that the Web 2.0 tools used by Corps members in Lapai LGA are Facebook, WhatsApp, Instagram, YouTube, Twitter, Podcasts, LinkedIn, IMO and Skype; while the Web 2.0 tools scarcely used by Corps members in Lapai LGA are Buffer, Tumblr, Flickr, Foursquare, Wikis, Snapchat and Blogs. These findings are in agreement with the research of Olaleke, et al. (2015), who found out those students' choices of social network sites consist of Facebook, Instagram, Twitter and Google+. Although their study was conducted on undergraduate students, but there is a great similarity between undergraduate students and Corps members, as they are mostly of same youthful age brackets, who will sooner or later be in the labour force of the nation's economy.

Also, further findings show that most of the respondents use Web 2.0 tools on a daily basis, while others use these tools twice weekly, couple of days in a week, and some use Web 2.0 tools on weekly basis. The findings corroborate those of Nwazor and Godwin-Maduiké (2015), who found out that Business Education department students in the South-East of

Nigeria use social media very often, although they do not mostly use social media for academic purposes.

In addition the research also reveal that the purposes for which Corps members of Lapai LGA used Web 2.0tools are to keep in touch, for alternative means of calling, live chats, sharing and storing of documents, and sharing of information on job vacancies. These findings are in conformity with those of Doung-In (2018), who discovered that Information Science students in Thailand use Web 2.0 tools for searching information, games, entertainment, and chatting. This shows that youths in developing as well as developed countries alike use Web 2.0 tools mainly for social purposes than for economic purposes.

Web 2.0 tools are useful to the Corps members in Lapai LGA because they are ‘easy to use’, they allow for ‘interactivity’, they have ‘social collaborative features’ which allow the Corps members to socialize, and they can be ‘updated in real-time’. These research findings are complementing those of Eke, et al. (2014) who stressed that because social media tools are easy to use and interactive, undergraduate students of UNN use them to communicate and interact with friends, and for online learning.

Furthermore, it was discovered from that the constraints to the use of Web 2.0 tools by Corps members in Lapai LGA are high cost of data subscription, poor network signal and connectivity, addiction, high cost of gadgets, violation of privacy and secrecy, exposition to cybercrime. These agree with the findings of Adewojo and Mayowa-Adebara (2016), who found out that the constraints to the use of Web 2.0 tools are poor Internet access, irregular power supply and lack of social media tools (probably because of high cost of the gadgets).

### **Conclusion and Recommendations**

With advancement in web 2.0 technology as revealed in the study, web 2.0 tools have become important in the daily affairs of humans. Hence, web 2.0 tools have capacities to improve businesses, corporate image, and brand names. Should Nigerian corps members know how to use these Web 2.0 tools for educational and economic gains, it will be of more value to their employers, themselves and the society they find themselves. Web 2.0 tools have become powerful, that businesses, companies and corporations presently use them for advertisement, research and development, customer relations, feedback and marketing. To this end, Corps members who are preparing to be launched into the labour market will make themselves useful and valuable to would-be employers and themselves, if they have mastered the art of using Web 2.0 tools for profit making.

Consequent on the findings and conclusions of this research are the following recommendations.

1. Corps members should learn to use Web 2.0 tools for economic and educational purposes, so they will be of more value to would-be employers and to themselves, if they are self-employed.
2. Network providers should strengthen the network and increase the bandwidth, to ensure steady and speedy Internet connectivity.
3. Nigerian corps members should be reoriented on the usefulness of Web 2.0 tools and the endless possibilities in these tools, other than for social interactions.
4. Governments should ensure that the cyberspace is safe and conducive for people in genuine businesses to use for the growth and expansion of their businesses.

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